



Te Oranga me  
Te Haumarū 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

**NZQA**

NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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

## Tool E: self-review report template

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

### TEO information

<b>TEO Name</b>	SAE Institute			<b>MoE number</b>	8174
<b>Code contact</b>	<b>Name</b>	Dr. <a href="#">Suzette Major</a>		<b>Job title</b>	Director
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<b>Current enrolments</b>	<b>Domestic learners</b>	<b>Total #</b>	#178	<b>18 y/o or older</b>	# 166
				<b>Under 18 y/o</b>	# 12
	<b>International learners</b>	<b>Total #</b>	# 6	<b>18 y/o or older</b>	# 6
				<b>Under 18 y/o</b>	# 0
<b>Current residents</b>	<b>Domestic learners</b>	<b>Total #</b>	# 0	<b>18 y/o or older</b>	# 0
				<b>Under 18 y/o</b>	# 0
	<b>International learners</b>	<b>Total #</b>	# 0	<b>18 y/o or older</b>	# 0
				<b>Under 18 y/o</b>	# 0
<b>Report author(s)</b>	Dr. Suzette Major (Director), Leyland Bottomley (Operations Manager), Alex Harter (Student Support Advisor), in consultation with all SAE Auckland staff.				

## 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 I.

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

	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 2:</b> Learner voice	<b>Well implemented</b> / Implemented / Developing / Early stages

### Wellbeing and safety practices for all tertiary providers

	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / <b>Implemented</b> / Developing / Early stages

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

	Rating
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	<b>Well implemented</b> / Implemented / Developing / Early stages
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	<b>Not applicable</b>

## Summary of performance under each outcome

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

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 1:</b> A learner wellbeing and safety system	<p><b>Process 1: Strategic goals and strategic plans</b></p> <p>Clear and accountable strategic goals and plans are developed annually, which consider learning wellbeing and safety amongst other goals. Strategic priorities are broadly established by Navitas / Careers and Industry then refined collaboratively for and within SAE Auckland campus.</p> <p>2022/23 SAE Auckland Campus Goals include:</p> <ul style="list-style-type: none"> <li>- Develop a Māori Strategy for the School</li> <li>- Increase Diversity on Campus and Create a Welcoming Environment for all including developing a Disability Strategy</li> <li>- Develop our Knowledge and Resources to Provide a Safer Space for all</li> </ul> <p>2023/24 SAE Auckland Campus Goals include:</p> <ul style="list-style-type: none"> <li>- Maintaining a Learner Centric approach in all we do, including developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE</li> </ul> <p>SAE Auckland Campus Goals also inform annual individual staff Performance Planning.</p>	<ul style="list-style-type: none"> <li>- Part of FY23 Campus Strategic Goals</li> <li>- The Wellness, Health and Safety Policy</li> <li>- <a href="#">Navitas Student Mental Health and Wellbeing Framework</a></li> <li>- <a href="#">Fours Rs to Supporting Students</a></li> <li>- <a href="#">Action Guide for Supporting Students</a></li> <li>- Student Support and Wellbeing Policy</li> <li>- <a href="#">Student Code of Conduct</a></li> <li>- <a href="#">Student Handbook</a></li> <li>- 24 hour emergency contact</li> <li>- Access and Equity Policy</li> <li>- The Code annual self-review</li> <li>- SAE Auckland representative on Navitas Diversity and Inclusion Committee</li> <li>- Health and Safety Committee</li> <li>- Hazard/Incident reporting system</li> <li>- Board of Studies</li> <li>- Course surveys</li> <li>- Programme Surveys</li> <li>- Staff Hui (Standing H&amp;S agenda item)</li> </ul>

	<p>All staff have attended an NZQA and/or SAE Auckland Code of Practice workshop. Additional Code of Practice workshops will be embedded within The Book Club throughout 2023.</p> <p>Recommend that the Summary of COP annual self review be presented at relevant stakeholder meetings e.g., Board of Studies (BOS), Creative Industry Advisory Committee (CIAC) and Academic Board (AB), so as to expand our perspective for future strategy development.</p> <p><b>Process 2: Self review of learner wellbeing and safety practices</b> SAE Auckland Health and Safety Committee meets quarterly and reviews learner wellbeing and safety practices as part of our review of the SAE Auckland Wellness, Health and Safety Plan and our Workplace Inspection Reports. Hazards and Incidents can be self-reported through the Ticket System and the Campus Director is alerted so that action is immediately implemented. Current actions within the Health and Safety Committee include for example promoting healthy options and promoting mental health support available.</p> <p><b>Process 3: Publication requirements</b> Robust policies and procedures readily available via the online QMS (for staff) and via the student portal Axis and on the SAE Auckland website (for students). Elaboration of definitions suggested in order to encapsulate full diversity of learners and potential issues experienced. Suggest printing the 'Know the Code' posters from the NZQA site and post around campus to help increase learner understanding of The Code of Practice. Creation of FAQ for prospective students planned.</p>	<ul style="list-style-type: none"> <li>- Attendance council</li> <li>- Exit Interview procedure</li> <li>- Reflective journals (Course submissions)</li> <li>- Student representatives on Academic Board</li> <li>- CIAC (Creative Industry Advisory Committee)</li> <li>- End of course surveys</li> <li>- Women's Support/Social Group</li> <li>- Rainbow Support/Social Group</li> <li>- Student representatives on Academic Board</li> <li>- Academic Board</li> <li>- Staff Hui</li> <li>- WeCreate/CreaTer</li> <li>- All staff have either attended an NZQA and/or SAE Auckland Code of Practice workshop.</li> </ul>
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	<p><b>Process 4: Responsive wellbeing and safety systems</b></p> <p>'Automated' components of Hazard/Incident reporting system ensures accountability. Quarterly Health and Safety Committee meetings ensure execution of required measures including H&amp;S items taken from Staff Hui standing agenda.</p>	
<p><b>Outcome 2:</b> Learner voice</p>	<p><b>Process 1: Learner voice</b></p> <p>Broad range of avenues for student voice to be heard, evaluated and acted upon including Student Surveys, Board of Studies, Ideas Wall. Student feedback tabled at Programme Committees, Learning and Teaching Committee. Two student representatives are invited to Academic Board meetings. Suggest adding a student to the Health and Safety Committee. Refine student evaluation process so that teaching staff deliver post survey sessions in class running through feedback received and actions planned.</p> <p><b>Process 2: Learner complaints</b></p> <p>Robust system - students are informed of the complaint process within the Student Handbook. This is reiterated during orientation. Online form is used to lodge a complaint (or compliment) - available on the website and via the Student portal, Axis. Student complaints are visible to the SAE Australasian Dean, as well as the SAE Auckland Campus Director. Suggest the need to create and display flowcharts of complaints process in Student Handbook, online and around campus, along with NZQA Flyers/Posters.</p> <p><b>Process 3: Compliance with the Dispute Resolution Scheme</b></p> <p>Clearly outlined in Policies and Procedure documentation and distributed via Student Handbook and available online via the Student Portal, Axis.</p>	<ul style="list-style-type: none"> <li>- Board of Studies</li> <li>- Women's Support/Social Group</li> <li>- Rainbow Support/Social Group</li> <li>- Course surveys</li> <li>- Programme Surveys</li> <li>- Student representatives on Academic Board</li> <li>- Student representatives on Events Committee</li> <li>- CC Courses (Transferable skills)</li> <li>- Reflective journals (Course submissions)</li> <li>- <a href="#">Student Handbook</a></li> <li>- Student Grievance, Complaints and Appeals Policy</li> <li>- Student Grievance, Complaints and Appeals Procedure</li> <li>- Orientation</li> <li>- Exit interviews</li> </ul>

	<p>Increase visibility around campus using NZQA flyer / poster resources.</p> <p>Update required to policy and student handbook regarding the <a href="#">Tertiary Education Dispute Resolution</a> and <a href="#">iStudent Complaints</a> agencies. Dispute resolution services are now promoted on our website.</p>	
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### Wellbeing and safety practices for all tertiary providers

	<b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)	<b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	<p><b>Process 1: Safe and inclusive communities</b></p> <p>Significant work has been undertaken in recent years to create a safe and welcoming environment, including Te Reo signage across campus, Māori and Pasifika artworks, as well as embedding Te Ao Māori in course content. A Safe Space Statement is visible across campus, as well as within the Student Handbook and a new Awhi working group formed to develop awareness and resources regarding creating safer spaces.. During orientation, the need for respect across campus is reiterated to all students. Staff are introduced using pronouns, and all students are encouraged to use their pronouns. We are particularly mindful of the gender diversity on campus and the need to support our female and non-binary students.</p> <p>Social Groups have been established to support a safe and inclusive</p>	<ul style="list-style-type: none"> <li>- Staff Code of Conduct</li> <li>- <a href="#">Student Code of Conduct</a></li> <li>- Health and Safety presentation (Orientation)</li> <li>- CC Courses (Transferable Skills)</li> <li>- Whanau Day</li> <li>- Student Showcases</li> <li>- Women’s Support/Social Group</li> <li>- Rainbow Support/Social Group</li> <li>- Graduation</li> <li>- Open Days</li> <li>- Campus Tours</li> <li>- Tuakana-Teina groups</li> <li>- CC Courses (Transferable skills)</li> </ul>



	<p>environment, including Women at SAE and RainbowSAE. A cultural group is in the process of being established. Need to establish a specific role for DEI within the Student Support team.</p> <p>Professional Development activities planned will further support our evolving practices including a SoundCheck Aotearoa Professional Respect workshop and a Accidental Counselling workshop. A refresher Professional Respect workshop is planned for early 2024.</p> <p>SAE Auckland 2022/23 Campus Goals will also develop this work. These goals include:</p> <ul style="list-style-type: none"> <li>- Develop a Māori Strategy for the School</li> <li>- Increase Diversity on Campus and Create a Welcoming Environment for all including developing a Disability Strategy</li> <li>- Develop our Knowledge and Resources to Provide a Safer Space for all</li> </ul> <p>2023/24 SAE Auckland Campus Goals include:</p> <ul style="list-style-type: none"> <li>- Maintaining a Learner Centric approach in all we do, including developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE</li> </ul> <p>The need for our Student Support Advisors to be well supported is acknowledged. They are provided with monthly Supervision with a trained Counsellor/Supervisor.</p>	<ul style="list-style-type: none"> <li>- Interdisciplinary and Mentorship components of Programmes eg. Tuakana-Teina project</li> <li>- Staff participation in Ako Aotearoa Workshops</li> <li>- Staff participation in Te Reo Workshops</li> <li>- Staff participation in Waiata Workshops</li> <li>- Entrance interviews</li> <li>- Attendance Monitoring Policy</li> <li>- Assignment Submission Monitoring Policy</li> <li>- Attendance council</li> <li>- Hazard/Incident reporting system</li> <li>- Staff Hui (Standing H&amp;S agenda item)</li> <li>- Health and Safety Committee</li> <li>- Health and Safety Committee – Regular Workplace inspections and confirmation report.</li> <li>- Naming of Classrooms</li> <li>- Design elements for classrooms</li> <li>- Development of a Māori Strategy for SAE</li> <li>- Making changes to programmes e.g. learning outcomes, terminology, course content to promote inclusivity</li> </ul>
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## **Process 2: Supporting learner participation and engagement**

Student feedback mechanisms ensure anonymity (e.g. student surveys, ideas wall). All new students meet one-on-one with a Student Support Advisor at the commencement of their studies as a way to form a connection and to discuss any possible barriers to engagement,

Student Support Advisors then offer ongoing confidential catch ups to discuss any barriers to engagement. Attendance monitoring, including our weekly Attendance Council, ensures lack of learner engagement is followed up in a timely and appropriate manner.

All new students are invited to meet the SAE Auckland Career Advisor at the commencement of their studies to discuss their career intentions, as well as at the conclusion of their programme to discuss 'next steps'. SAE has formed an MoU with 2 local agencies who offer programmes for new graduates in the creative industries: Toipoto (mentoring service available through The Big Idea) and Wayfinding Creative (Creative Careers course offered through The Depot). Further explorations into Community Outreach Programs are suggested.

Te Reo Māori is used across campus including within the curriculum. Students are able to submit assignments in Te Reo Māori.

Need to establish a specific role for Māori and Pacific Learners within the Student Support team.

**Process 3: Physical and digital spaces and facilities**

Health and Safety Committee monitors campus facilities with support from Operations Manager, Head Studio Supervisor and Student Supervisors to ensure all hazards are identified and rectified. Design and naming protocols of physical spaces support inclusivity (e.g Te Reo across campus, use of gender neutral signage for bathrooms.) Further development planned through 2022/23 SAE

Auckland Campus Goals:

- Develop a Māori Strategy for the School
- Increase Diversity on Campus and Create a Welcoming Environment for all including developing a Disability Strategy
- Develop our Knowledge and Resources to Provide a Safer Space for all

2023/24 SAE Auckland Campus Goals include:

- Maintaining a Learner Centric approach in all we do, including developing a Āhei Strategy for learners and staff with diverse learning needs and a Awhi Strategy to help create Safer Spaces at SAE

The Disability Strategy will consider any physical barriers for students (e.g. stairs into our Studios) and propose actions, as well as develop resources (eg Individual Study Plans for disabled learners).

	<p>The use of the TEC Technology Access Fund for Learners allowed SAE Auckland to expand on the resources available to students to increase engagement onsite and offsite eg. webcams, microphones and laptops - all of which can be lent to students as required.</p> <p>Studios (and computer labs) are open 8am-10pm Monday to Sunday and staffed with 2 Studio Supervisors at all times to enable students to access equipment after-hours as needed.</p> <p>Explore responsibilities pertaining to physical disability access.</p>	
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p><b>Process 1: Information for learners about assistance to meet their basic needs.</b></p> <p>All prospective students are interviewed and any barriers to learning are discussed. Student Support Advisors are introduced to students prior to their arrival, along with the Head of Department, Campus Administrator and Campus Director.</p> <p>During orientation, students are introduced to the resources and support available, including the Student Assistance Programme (counselling, mental health support etc).</p> <p>Student kitchen has healthy food options, freely available.</p> <p>Hardship Fund via TEC was accessed for learners struggling with financing basic living expenses. Investigations planned into budgeting for financial assistance. Exploring establishing an ongoing Hardship</p>	<ul style="list-style-type: none"> <li>- Student Assistance Programme (SAP)</li> <li>- Student card (access to discounted healthy lifestyle related services)</li> <li>- CC Course content</li> <li>- Health and Safety orientation</li> <li>- Student Support</li> <li>- <a href="#">Student Handbook</a></li> <li>- Student Assistance Programme (SAP)</li> <li>- Emergency contact details requested in enrolment form.</li> <li>- Enrolment form – Student Management System</li> <li>- <a href="#">Navitas Student Mental Health and Wellbeing Framework</a></li> <li>- <a href="#">Fours Rs to Supporting Students</a></li> </ul>

	<p>Fund, recognising the high cost of living that is impacting learners.</p> <p>Suggest the need to promote the services of SAP beyond mental health as drug and alcohol support and financial advice is also available and explore appointing an on-site Counsellor.. Provide staff and learners with more info on external support agencies and develop closer relationships with such agencies.</p> <p>Clarify the circumstances in which emergency and/or next of kin may be contacted</p> <p><b>Process 2: Promoting physical and mental health awareness</b> Mental health awareness is promoted across campus, including bringing guests into classes with specialised knowledge. Need to update the list of community services available and promote these agencies across campus.</p> <p>Drug and alcohol support to be promoted more across campus, as well as SmokeFree NZ.</p> <p><b>Process 3: Proactive monitoring and responsive wellbeing and safety practices.</b> Learners are able to update contact details via AXIS portal. It may be useful to create a process of reminding students about the need to update student contact and emergency contact details at the beginning of each Trimester.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Action Guide for Supporting Students</a></li> <li>- <a href="#">Navitas Student Mental Health and Wellbeing Framework</a></li> <li>- <a href="#">Fours Rs to Supporting Students</a></li> <li>- <a href="#">Action Guide for Supporting Students</a></li> <li>- Extensions</li> <li>- Summer School</li> <li>- Deferral options</li> <li>- Code of Practice annual self-review</li> <li>- Navitas Diversity and Inclusion Committee</li> <li>- Health and Safety Committee</li> <li>- Hazard/Incident reporting system</li> <li>- Health and Safety Committee – Regular Workplace inspections and confirmation report.</li> <li>- Board of Studies</li> <li>- Course surveys</li> <li>- Programme Surveys</li> <li>- Staff Hui (Standing H&amp;S agenda item)</li> <li>- Attendance council</li> <li>- CIAC</li> <li>- Exit interviews</li> </ul>
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	Application form allows learners to confidentially disclose any learning barriers and assistance they require, including health and mental health needs. Learners may also discuss this further during the entrance interview or one-on-one Student Support catch-ups.	
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### 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)
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	<p>SAE Auckland has very few international students (currently 6 in 2023), nevertheless we offer tailored support for international students, particularly through our Student Support Advisors.</p> <p>International students are introduced to the Campus Director at Orientation. Her telephone number is provided to international students as the 24 hour emergency contact.</p> <p>Wellbeing and safety mechanisms relevant to all learners are available to international students such as our Women @ SAE, RainbowSAE, as well as a tailored support group for International Students. This International Student Group meets every trimester, usually over lunch, with our Student Support Advisors.</p> <p>Student attendance is critical for international students. Our attendance processes work effectively, particularly with the formation of the Attendance Council, however mechanisms for taking and monitoring attendance could be refined and better proceduralised.</p>	<ul style="list-style-type: none"> <li>- Staff Code of Conduct</li> <li>- <a href="#">Student Code of Conduct</a></li> <li>- Health and Safety presentation (Orientation)</li> <li>- International Student Support Group</li> <li>- Tailored additional orientation for International Students</li> <li>- Whanau Day</li> <li>- Women's Support/Social Group</li> <li>- Rainbow Support/Social Group</li> <li>- Open Days (including virtual)</li> <li>- Campus Tours (including virtual)</li> <li>- Entrance interviews (including online)</li> <li>- Attendance Monitoring Policy</li> <li>- Assignment Submission Monitoring Policy</li> <li>- Attendance council</li> <li>- Student Assistance Programme (SAP)</li> <li>- Student card (access to discounted healthy lifestyle related services)</li> <li>- Health and Safety orientation</li> </ul>

	<p>Suggest the need for pre commencement briefings by the Enrolments/Student Support Advisors with the Academic team to get a better picture of the diversity and background of the cohorts before students start.</p>	<ul style="list-style-type: none"> <li>- Student Support</li> <li>- <a href="#">Student Handbook</a></li> <li>- Student Assistance Programme (SAP)</li> <li>- Emergency contact details.</li> <li>- <a href="#">Navitas Student Mental Health and Wellbeing Framework</a></li> <li>- <a href="#">Fours Rs to Supporting Students</a></li> <li>- <a href="#">Action Guide for Supporting Students</a></li> <li>- <a href="#">Navitas Student Mental Health and Wellbeing Framework</a></li> <li>- <a href="#">Fours Rs to Supporting Students</a></li> <li>- <a href="#">Action Guide for Supporting Students</a></li> <li>- Code of Practice annual self-review</li> <li>- Navitas Diversity and Inclusion Committee</li> <li>- Board of Studies</li> </ul>
<p><b>Outcome 9:</b> Prospective international tertiary learners are well informed</p>	<p>First contact with SAE Auckland tends to be with our Student Recruitment and Enrolment Officer. This may be an international student directly inquiring about our courses, or via an agent.</p> <p>Information regarding the application process specific for international students is provided, including information on insurance requirements and English Language requirements.</p> <p>Specific information regarding our courses, including international student tuition fees, are publically available on our website. Information is reviewed regularly to ensure accuracy, including</p>	<ul style="list-style-type: none"> <li>- SAE Auckland Website</li> <li>- Agent information events</li> <li>- Tailored advice form Student Recruitment and Enrolment Officer</li> <li>- Navitas International Student Recruitment team support.</li> <li>- Navitas Agent Management Strategy</li> <li>- Navitas Agent Management Policy and Procedures</li> <li>- Navitas Representative Agreement Terms and Conditions</li> <li>- Navitas Agent Application and Agreement</li> </ul>

	ensuring all imagery is specific to the SAE Auckland campus and reflective of our facilities and equipment.	
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	<p>The Navitas International Student Recruitment team offers support to the local SAE Auckland campus, particularly in terms of ensuring we do not breach any international trade sanctions. In accordance with Navitas' Trade Sanction control procedures, student inquiries from high risk countries (including Russia, Ukraine and Venezuela) are vetted by the International Student team before SAE Auckland processes their application.</p> <p>The Navitas team also vets any new agents and establishes new Agent Contracts as appropriate.</p> <p>Locally, our Student Recruitment Officer processes all applications and enrolments relative to SAE Auckland policy.</p> <p>Need to review and update registration agreement.</p>	<ul style="list-style-type: none"> <li>- Enrolment form</li> <li>- Registration agreement</li> <li>- Enrol Pro (SDR reporting software) requires visa expiry dates to be entered in order to complete enrolment record</li> <li>- Visa information is recorded in Navigate (SMS) along with valid international student travel insurance details.</li> </ul>
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	<p>Student Support Advisors made aware of each international student enrolled with SAE prior to their commencement - this gives opportunity to research and understand the incoming students culture and needs.</p> <p>International students attend orientation and are also given additional orientation materials and sessions in which the international students are introduced to the resources and support available, including the Student Assistance Programme (counselling, mental health support etc).</p>	<ul style="list-style-type: none"> <li>- Orientation</li> <li>- Additional Orientation documents</li> <li>- SAE Website</li> <li>- Strong links between enrolments and student support.</li> <li>- Links to Study Auckland</li> </ul>



	<p>Consistent check-ins facilitated by Student Support throughout their study period at SAE.</p> <p>Suggest greater promotion of <a href="#">iStudent Complaints</a> as a specific agency for international students.</p>	
<p><b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners</p>	<p>SAE does not enrol any international students under 18 years of age.</p> <p>SAE does not provide accommodation for international students</p>	

## Findings from gap analysis of compliance with key required processes

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

	Identified gaps in compliance with key required processes
<b>Outcome 1:</b> A learner wellbeing and safety system	Investigations into part time onsite counselor to be undertaken.
<b>Outcome 2:</b> Learner voice	Deliver post survey sessions in class running through feedback received and actions planned. Alternative methods devised to close the loop on student feedback

### Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Continue and expand staff development through internal and external training. eg. Accidental Counselling, supporting neurodiverse learners. Refreshers for learners at the beginning of each trimester (re-orientation)
<b>Outcome 4:</b> Learners are safe and well	Along with emergency contact, add contact details of next of kin to enrolment form for learners under 18 and international. Clarify the circumstances in which emergency and/or next of kin may be contacted.

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

	Identified gaps in compliance with key required processes
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Refine procedure and mechanisms for taking and monitoring attendance.
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa	2023 Student Fee Protection Audit result - Compliant in all material respects to The Deed.
<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Expansion of the materials containing information on adjusting to the cultural environment, accessing support services and working in NZ. Suggest greater promotion of <a href="#">iStudent Complaints</a> as a specific agency for international students.
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	SAE Auckland does not enrol international tertiary learners under 18 years of age. SAE Auckland does not provide accommodation

## Summary of action plan

Include information on how actions will be monitored for implementation and success.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Feb 2024 Review	June 2024 Review
<b>Outcome 1:</b> A learner wellbeing and safety system	Trial and implement an on-site counsellor for students.	Director	Prior to 2024 teaching year	3 monthly review by Senior Management Team		
	Complete review of previous years absence emails and reasons to see if we can provide any preemptive care	Student Support	Tri 1, 2024			
	Establish a specific role for Māori and Pacific Learners within the Student Support team.	Director	By Tri 1, 2024			
<b>Outcome 2:</b> Learner voice  (d) ii. (d) iv. (f) ii. (g)	Add students to the Awahi working group re Safer Spaces and the Āhei working group re better supporting staff and students with diverse learning needs	Director	Tri 2, 2024	3 monthly review by Senior Management Team		
	Add a student to the Health and Safety Committee	Director	Tri 2, 2024			

### Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Feb 2024 Review	June 2024 Review
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Complete Disability Strategy, considering any physical barriers for students (e.g. stairs into our Studios) and propose actions, as well as develop resources.	Campus Director in consultation with staff	By Dec 2024	3 monthly review by Senior Management Team		
	Appoint a DEI specific role within the Student Support team	Campus Director	By Tri I, 2024			
	Organise a Soundcheck Aotearoa refresher course on Professional Respect for all staff	Campus Director	By Tri I, 2024			
	Explore responsibilities pertaining to physical disability access	Operations Manager	By Tri I, 2024			
<b>Outcome 4:</b> Learners are safe and well	Create materials (Pre Enrolment Package) enabling learners to prepare and adjust for tertiary study. Including updated Accommodation Guide	Student Enrolment	By Tri I, 2024	3 monthly review by Senior Management Team		
	Continue to update the list of community services available and promote these agencies across campus.	Student Support	By Tri I, 2024			
	Exploring establishing an ongoing Hardship Fund, recognising the high cost of living that is impacting learners.	Director	By Tri I, 2024			
<b>Clause 22 (1). (b)</b>	Add description of the circumstances in which the emergency contact may be contacted in relation to their wellbeing and safety.	Operations Manager, Student Enrolment	By Tri I, 2024			

<b>Clause 22 (2).</b>	Add next of kin to the enrolment form.	Student Recruitment and Enrolments	By Tri I, 2024			
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### Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Feb 2024 Review	June 2024 Review
<b>Outcome 8:</b> Responding to the distinct wellbeing and safety needs of international tertiary learners	Start doing pre commencement briefings with Enrolments/Student Support Advisors/Lecturers to get an idea of the cohorts before they start.	Student Enrolment	By Tri I, 2024	3 monthly review by Senior Management Team		
<b>Outcome 9:</b> Prospective international tertiary learners are well informed	Update of International Student page on SAE Auckland website. Broaden list of links to external agencies and information.	Marketing	By Tri I, 2024			
	Progress reports sent to Student and Academic Manager and the end of each Trimester to better monitor and support progress.	Student Support	End of each Trimester			
<b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa						

<b>Outcome 11:</b> International learners receive appropriate orientations, information and advice	Create an “Out of towners” and/or “Student Life” guide containing specifics for international tertiary learners	Student Recruitment, Marketing	By Tri 1, 2024			
<b>Outcome 12:</b> Safety and appropriate supervision of international tertiary learners	SAE Auckland does not enrol international tertiary learners under 18 years of age. SAE Auckland does not provide accommodation				NA	

**Code of Practice Attestation submitted 26 Oct 2023**

**This Code of Practice Self-Review document to be tabled at the November 2023. Academic Board for noting.**