

<b>Student Support and Wellbeing Policy</b>	
<b>Student Support</b>	
<b>1_A_POL_StudentSupport_190418</b>	
<b>1. Policy Statement</b>	The School of Audio Engineering (NZ), trading as SAE Institute (SAE), will provide support services to all students enrolled in courses to assist them to achieve their learning goals. SAE Institute recognises that students have varied learning styles and rates of progression and undertakes to provide a supportive teaching and learning environment that is responsive to individual student needs.
<b>2. Purpose</b>	The purpose of this policy is to outline the student support services available to students enrolled at SAE Institute to ensure they are effectively supported and involved in their learning.
<b>3. Scope</b>	<p>This policy applies in the context of SAE’s operations in New Zealand, and is applicable to students enrolled with SAE. Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation.</p> <p>Students registered with SAE Institute who transfer their studies to a campus outside New Zealand, will have their registration with SAE in New Zealand terminated and are required to adhere to the guidelines, policies and procedures of the legal entity to whom they have transferred their registration.</p>
<b>4. Associated Policies and Procedures</b>	<p>This policy should be read in conjunction with the following policies and procedures:</p> <ul style="list-style-type: none"> <li>● <a href="#">Student Code of Conduct</a></li> <li>● <a href="#">Assignment Submission Monitoring Policy</a></li> <li>● <a href="#">Attendance Monitoring Policy</a></li> <li>● <a href="#">Wellness, Health and Safety Policy</a></li> <li>● <a href="#">Student Grievance, Complaints and Appeals Policy</a></li> <li>● <a href="#">Student Grievance, Complaints and Appeals Procedure</a></li> </ul>
<b>5. Associated Documents</b>	<p>This policy should be read in conjunction with the following documents:</p> <ul style="list-style-type: none"> <li>● Student Handbook</li> <li>● SAP agreement with EAPAccess</li> </ul>
<b>6. Policy</b>	<p><b>6.0 Introduction</b></p> <p>A key tertiary evaluation indicator for NZQA is support for student learning, expressed through the Key Evaluative Question (KEQ4) <i>How effectively are students supported and involved in their learning?</i></p>

“Good support and guidance help teachers and others to identify and respond to student needs. They also help to actively and successfully engage students, and keep them engaged to the completion of their course and beyond. Research strongly suggests that learning occurs most effectively when students are clear about the learning goals, understand fully what the criteria for success are, and are provided with multiple opportunities to reflect upon their progress towards achieving the learning outcomes. Involving students in formative assessment opportunities, soliciting their prior knowledge and feedback to inform delivery, and supporting them to monitor their own progress and development enhances learning and improves achievement.”<sup>1</sup>

As a commitment to pastoral care and academic progress SAE Institute offers a comprehensive Student Support service from registration to graduation. Support of students is a key responsibility of all staff and particularly academic staff members. To augment this, SAE Institute employs dedicated Student Support staff members. From an holistic perspective Student Support strives to provide an inclusive and culturally sensitive learning environment. The needs of all students are met by a full-time cohort of staff who have additional individual focus areas of Māori, Pasifika and International students.

SAE Institute endeavours to identify students needing support so that any actions are compassionate, timely, consistent and fair. The institute will:

- employ strategies to identify students who require additional support to achieve their holistic study potential
- support the mental health and well-being of all students through a range of initiatives
- make any information about support services readily accessible to students, and encourage those in need to access such assistance
- improve staff understanding to assist in the development of informed views, behaviours and attitudes towards students requiring additional academic or personal support
- have effective procedures in place for the disclosure of student information regarding academic or personal support, in compliance with privacy legislation
- have in place effective procedures for dealing with student incidents.

### 6.1 Orientation

Arising from their primary role in student orientation activities at the commencement of studies, Student Support staff are a key first point of contact for new students on campus. The primary focus of Orientation for Student Support staff is to provide new students with information, procedures and policies addressing:

<sup>1</sup><https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Self-assessment/registration-accreditation-tertiary-evaluation-indicators.pdf>

- Declaration of Understanding
- Student ID and campus tour
- Living and studying in Auckland
- Library orientation
- Learning Management System and IT systems introduction
- Individual course advice and enrolment check
- Project Based Learning
- Academic expectations including plagiarism
- Student Support Services information
- Assignment Submission
- Attendance Monitoring
- SAP (Student Assistance Programme)
- Safe Space

### 6.2 Identification of Student Needs

All students have an individual meeting with Student Support in the first three weeks of their programme's commencement. Students who have cited a learning or other disability are encouraged to familiarise staff with their needs in order to support their learning and general wellbeing.

Staff provide support to students in all matters of academic pursuit, in direct consultation with Course Coordinators, Heads of Department and the Academic Manager. SAE has systematic approaches for ensuring student progression is routinely monitored and reviewed throughout a programme of study, within which Student Support is a key factor.

Student support needs may be further identified:

- by poor attendance or poor assessment outcomes
- when a lecturer/kaiako has identified that a student is experiencing difficulty (this may be by observation in class or upon analysis of assessment items submitted early in a course)
- when a student seeks assistance from any member of staff
- during an interview with a student
- as part of an intervention strategy agreed between the student and the Academic Manager

### 6.3 Students under 18 years of age

Students of particular focus are those under 18 yrs old. Until their 18th birthday, such students have monthly meetings with a parent/caregiver, Student Support member and the Academic Manager to ensure their effective engagement with studies, management of assessments and general wellbeing.

As a critical feature of the appointment process, and to ensure the safety and security of all students and particularly those under 18 yrs of age, new staff undergo security checks in order to be compliant with the Vulnerable

	<p>Children Act (2014) and in accordance with RISQ procedures as determined by Navitas.</p> <p><b>6.4 'At Risk' students</b> Once identified, a student deemed to be 'At Risk' will receive notification to attend a progression meeting with the Academic Manager or Student Support staff. The student's individual needs will be assessed and an individual study plan will be developed through consultation between the Academic Manager or nominee and the student. The individual study plan will outline an intervention strategy designed to support the student with their progression.</p> <p>The Assignment Submission and Attendance Monitoring procedures outline further details regarding the monitoring and recording of students at risk, as well as the support and intervention strategies made available to students in this context.</p> <p>In terms of student well-being, Student Support staff are a key interface for pastoral care, advocating on behalf of students experiencing challenging personal circumstances, including an introduction to the externally facilitated Student Assistance Programme (SAP) if requested.</p> <p><b>6.5 English Language and Academic Assistance</b> English language and academic advice and resources are available to all students and include such topics as research techniques essay writing, report writing, referencing, avoiding plagiarism, making oral presentations.</p> <p><b>6.6 Library</b> Library information sessions are held during Orientation. Additional workshops can be scheduled throughout the year to assist students to most effectively utilise the range of library resources, including the available electronic databases. These workshops are designed to improve information literacy skills of students. Student Support and academic staff are available to give individual assistance and advice to students.</p> <p><b>6.7 Information Technology</b> Information technology staff are available on campus to help students with the technology available to them and with connectivity issues related to their course.</p>
<p><b>7. Records</b></p>	<p><b>1_A_POL_StudentSupport_190418</b></p> <p>DRAFT released for consultation 14 May 2019</p> <p>FINAL approved by Academic Board 30 May 2019</p> <p>FINAL version also published online accessible to students</p>



**SAE Auckland.**  
12 Heather Street,  
Parnell, Auckland, 1052  
T: +64 (0) 9 373 4712.  
F: +64 (0) 9 373 4713.  
E: auckland@sae.edu.  
auckland.sae.edu

**Title:** STUDENT SUPPORT | **Filename:** 1\_A\_POL\_StudentSupport\_190418 | **Author:** Stephen Small, Academic Manager  
**Approval:** SAE Auckland Academic Board | **Date:** 190530 | **Review Date:** 200530