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Student Support and Wellbeing Policy	
Student Support	
1_A_POL_StudentSupport_190418	
1. Policy Statement	The School of Audio Engineering (NZ), trading as SAE Institute (SAE), will provide support services to all students enrolled in courses to assist them in achieving 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.
2. Purpose	This policy aims to outline the student support services available to students enrolled at SAE Institute to ensure they are effectively supported and involved in their learning.
3. Scope	This policy applies in the context of SAE's operations in New Zealand and applies to students enrolled with SAE. Procedures for SAE campuses internationally may vary in compliance with statutory requirements in other countries of operation. 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.
4. Associated Policies and Procedures	This policy should be read in conjunction with the following policies and procedures: ● Student Code of Conduct ● Assignment Submission Monitoring Policy ● Attendance Monitoring Policy ● Wellness, Health and Safety Policy ● Student Grievance, Complaints and Appeals Policy ● Student Grievance, Complaints and Appeals Procedure ● Access and Equity Policy
5. Associated Documents	This policy should be read in conjunction with the following documents: ● Student Handbook ● SAP agreement with EAPAccess ● Student Support resources from Navitas
6. Policy	**6.0 Introduction** A key tertiary evaluation indicator for NZQA is support for student learning as expressed through the Key Evaluative Question (KEQ4): *How effectively are students supported and involved in their learning?* "Good support and guidance help teachers and others to identify and respond to student needs. They also help to actively and successfully engage students

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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." [1]

SAE 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

Support of students is a responsibility of all staff. All staff must adhere to the principles of *The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (the Code). In accordance with the Code, SAE is committed to:

- Supporting students' wellbeing and safety through a whole-of-provider approach.
- Fostering learning environments that are designed to support positive student learning experiences across diverse learner groups.
- Providing pathways to engage with the student voice.
- Having policies and practices that contribute to an education system that honours Te Tiriti o Waitangi
- Providing a clear complaints and disputes resolution process.

To augment the staff-wide dedication to supporting students, SAE also employs dedicated Student Support Advisors.

6.1 Student Support Advisors
From a holistic perspective, Student Support strives to provide an inclusive and culturally sensitive learning environment. Student Support Advisors are employed to provide support and assistance to SAE students in research,

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

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academic writing, practical studio skills as well as general academic skills such as time management. This position focuses on assisting students to successfully complete SAE programmes and may include group or one-on-one tutorials on specific topics relative to course content. A Student Support Advisor may also assist students to access appropriate professional services such as counselling when required.

To ensure dedicated and appropriate support is specifically provided for priority learners, each Student Support Advisor takes *additional* responsibility for supporting either international students or Māori and Pasifika students. This particular focus ensures that international, Māori and Pasifika students are offered culturally appropriate advice, advocacy and mentoring to support their academic, personal and cultural needs.

6.2 Orientation

Arising from their primary role in student orientation activities at the commencement of studies, Student Support staff are a critical 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:

- 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
- Academic expectations including plagiarism
- Student Support Services information
- Assignment Submission
- Attendance Monitoring
- SAP (Student Assistance Programme)
- Affirming our Safe Space statement

6.3 Identification of Student Needs

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 and policy-supported approaches for ensuring student progression is routinely monitored and reviewed throughout a programme of study, within which Student Support is a key factor.

All students are invited to have an individual meeting with Student Support through the First Impressions Survey, conducted within the first 4-6 weeks of a programme.

Students who have cited a learning difficulty or disability through the enrolment process are contacted at the commencement of study to determine what support they may require for their learning and general well-being.

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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

In all such cases, an Individual Study Plan can be developed in order to determine how best to support a student throughout their study.

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

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, all staff undergo security checks to ensure compliance with the Vulnerable Children Act (2014) and in accordance with HR procedures as determined by Navitas.

6.5 'At Risk' students
Once identified, a student deemed 'At Risk' will receive notification to attend a progression meeting with the Course Coordinator/Head of Department and/or Student Support staff. Serious matters can be escalated to the Academic Manager, or if required, the Campus Director. The student's needs will be assessed, and an individual study plan will be developed through consultation between SAE and the student. The individual study plan will outline an intervention strategy to support the student's progression.

The Assignment Submission and Attendance Monitoring procedures outline further details regarding the monitoring and recording of at-risk students and the support and intervention strategies made available to students in this context.

In terms of student well-being, Student Support staff are a vital interface for pastoral care, advocating on behalf of students experiencing challenging personal circumstances. Student Support utilises the externally facilitated Student Assistance Programme (SAP) if requested.

In order to ensure Student Support Advisors are themselves well supported, external Supervision is provided on a regular basis.

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6.6 English Language and Academic Assistance

Resources pertaining to the English language and academic advice are available to all students and include such topics as: research techniques, essay writing, report writing, referencing, avoiding plagiarism, and making oral presentations. These resources can be accessed with assistance from academic and support staff through the SAE Australasia Library and Learning Services (available through Axis).

6.7 Library

SAE draws upon the extensive collective of library resources through the SAE Australasia Library and Learning Services (available through Axis). Library information sessions are held during Orientation and 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.

6.8 Information Technology

Information technology (IT) staff are available on campus to help students with the available technology and with connectivity issues related to their course. The IT office is located in a central location with proficient signage to ensure students have adequate access to assistance. This is in conjunction with a dedicated Slack channel for on-the-spot help.

6.9 Reviewing Student Support services

First Impression and End of Course surveys specifically ask students to provide feedback on the adequacy, relevance and value of student support services. This feedback offers a means to continually improve service provision to best meet student needs. The annual review and quarterly check-ins of *The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (the Code) also offers a mechanism for reviewing student support services.

7. Records	**1_A_POL_StudentSupport_190418** DRAFT released for consultation 14 May 2019 FINAL approved by Academic Board 30 May 2019 and published online accessible to students Reviewed, with minimal updates. Re-released for consultation 22 May, 2023 UPDATED version approved by SAE Auckland Academic Board 2 June 2023