

PURPOSE

This policy provides guidance for learners and staff on the provision of appropriate, equitable, high quality support services. These services aim to help individual and specific groups of learners gain maximum benefit from their studies with EIT, and achieve their academic potential.

SCOPE

All learners enrolled at EIT.

All EIT staff.

External student support contractors and providers.

PRINCIPLES

Support services are available to all learners enrolled at EIT. These services may include, but are not limited to academic learning support, disability and wellbeing support, cultural support, library services, careers advice, health services and counselling, and chaplaincy.

Learners will be informed on the support services available to them through several different channels. These information channels include, but are not limited to, their School, at orientation events, the student handbook, the student portal, the EIT App, and the EIT website.

Learners with specific support needs will be identified as early as possible through the enrolment or orientation processes. Learners may self-refer or be referred by EIT staff.

Learners will also be supported to access complementary services available in the wider community through the maintenance of professional networks.

By arrangement, some services are provided by the EIT Students' Association as part of the Compulsory Student Services Levy.

Exceptional circumstances: EIT does not normally provide financial hardship assistance for learners. However, during times of exceptional circumstance (such as a national emergency or pandemic) financial support may be available to EIT through government funding bodies (e.g. TEC, Te Pūkenga), to help provide temporary assistance to enrolled learners who are facing hardship due to the emergency. In these situations a policy and process would be developed for Executive approval that ensured all policy criteria were adhered to, and operational processes established, to ensure accurate monitoring and reporting of funding distribution. This policy would also include the timeframe for which it was applicable.

For more details please see the Financial Hardship – Domestic Learners – Guideline EG101

CONSULTATION PROCESS

Feedback has been sought from:

- a. service section staff involved in support and guidance roles

QUALITY OUTCOMES

- a. Learners are well informed on the support services available to them
- b. Learners can readily access support services (online and face-to-face).
- c. Learning services support is provided through a range of delivery approaches
- d. Learners are engaged with support services.
- e. Supported learners have progressed toward reaching their academic potential.

REPORTING STANDARDS

- a. Summary statistics identifying levels of usage of their service and facilities are provided to key stakeholders annually.
- b. A summary report will be provided to Executive Team annually.
- c. Annual reporting to TEC.

COMPLIANCE REQUIREMENTS AND BEST PRACTICE STANDARDS

EIT's Academic Regulatory Framework

Bill of Rights Act 1990

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

Education and Training Act 2020

Health and Disability Commissioner Act 1994

Health and Safety at Work Act 2015

Human Rights Act 1993

Kia Ōrite: New Zealand code of practice for an inclusive tertiary education environment for students with impairments

NZQA: Special Assessment Conditions

Privacy Act 2020

Te Tiriti o Waitangi

United Nations Convention on the Rights of Persons with Disabilities 2007

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