

Southern Wings Self Review 2023 of Education (Pastoral Care of Domestic Tertiary Students) Code of Practice 2021

2023 Self Review Report

Outcome 1: Learner well-being and safety system.

Providers must take a whole-of-provider approach maintain a strategic and transparent learner well-being and safety system that responds to the diverse needs of their learners.

Southern Wings implements this in the following way;

Safety briefing on induction day. Fire procedures and location of fire alarms, hoses and extinguishers, fire doors. Hangar and apron safety. Safety reporting through safety report forms and access. QAR process. Security tabs and use of, and general airport security. Health and Safety procedures i.e. scan QR code, sanitising aircraft before and after use.

Evidence – Signed safety briefing forms, daily flight sheets, Knowledge and use of NZCAA AIP Vol 1-4, Company SOP's.

Classes are deliberately kept small so there is more one on one time between student and tutors, this helps identify and issues a student may have early. Any student issues are discussed regularly at staff meetings, allows early intervention to aiding a student achieve their flying and theory goals.

As our students train to the NZCAA training syllabus and their CAA medicals are dependent on their continued health and well- being. Students require a Class 1 medical each year. For this medical they have to have no history of and no current mental health issues. It is a legal requirement for them to declare any change in medical condition (be that physical or mental) to the medical unit of the CAA. Depending on the type of illness their medical can be revoked permanently or for specified periods.

NZCAA require a pass of at least 70% in all aviation exams for which they provide the syllabus. At PPL/CPL/ATPL level students must pass a Human Factors exam. Part of the syllabus for these subjects include;

- Maintaining a healthy lifestyle
- Stress and Stress Management
- Fatigue
- Personal Checklists

- Alcohol and Drugs
- General Anatomy
- Illusions and mind sets
- Decision making models
- Hazardous attitudes

All of these above are taught in each Human Factors class with the aid of accident reports, air crash investigation videos, class discussion, CASA human factors video series.

Throughout the two years of training we also provide intermittent re-current Human Factors training through Air New Zealand Human Factors briefing. Each briefing is an hour long and covers a multitude of subjects from stress, error, communication, leadership, situational awareness through to automation effects on humans.

We are in contact with several of our past students who are now working for Air New Zealand, when they are available they are often quite happy to come and talk to our students about the realities of pilot life in an airline and offer mentoring to students away from the Southern Wings environment.

Evidence – Human Factors Text book, Air NZ Briefing files, CAA Part 67 requirements for a Class 1 medical, Aspeq Human Factors Exam for PPL, CPL and ATPL. CAA AC61-3, CAA AC61-5, AC61-7.

CAA periodically update the syllabus for Human Factors across all licenses. Our course material is checked annually to ensure that content is kept to the CAA standard. This is done through tutor reporting at the end of all courses not just Human Factors, tutors make necessary updates before and after a course commences.

Outcome 2: Assistance for students to meet their basic needs

Our student handbook contains information on keeping healthy as it is key to a pilot's aviation career. They are spending a lot of money to become a pilot and to maintain pilot status, one needs to be fit and healthy. Topics covered in the handbook consist of how to achieve this and where to find help outside of their studies, i.e.

- GP and hospital information
- Alcohol and Drugs
- Fatigue and Illness
- Smoking cessation information
- Gambling help

- Depression resources
- Maintaining sexual health and safe practice
- Other useful information pertaining to health and well-being, i.e. victim support, domestic violence help, pregnancy support, COVID-19

In the induction we encourage the students to come and see us if they are struggling with anything they may need help with in their home lives. Often this is the first time students have been out of home and some things can be a real learning curve for them, so we do encourage them to seek support if they need it.

[Evidence – Student Handbook and links on our intranet page, Well-Being Page and Useful links page on our website.](#)

Outcome 3: Physical and mental health of students

Our human factors programme listed above in outcome 1 helps provide the opportunities for students to improve their mental health and well-being.

Our student handbook coupled with the Human Factors programme assists with promoting awareness of well-being.

Southern Wings handbook is very clear on how to access help with mental well-being whilst ensuring that students are aware of the law with regards to informing the CAA of a change in medical status. Students are required to hold a Class 1 medical for the entire duration of their course and for this medical they have to have no history of and no current mental health issues.

[Evidence – Student Handbook, Human Factors textbook, Air NZ briefings, CAA Part 67 requirements for a class 1 medical. We have added health and well-being to our student handbook and to our website, where learners can gather information on how to access various health providers.](#)

[80% of staff are pilots whom are trained to train people how to fly. Those pilots and trainees are bound by their medical responsibility to CAA. Any mental well-being issues have to be reported to the CAA effective immediately.](#)

Outcome 4: Progress and personal development of students

Classes are kept small so that they get more one on one time with the tutor. If someone is struggling the student or students have the option to stay back for tutorials at the end of class. If a student sits and fails an exam, then they are given extra one on one tutorials and when the tutor is happy they can pass the exam then they are put up for a re-sit of that exam.

Each student has a flying record that is on a programme called SharePoint. The student has their own login and they can see what their instructor reports after each flight. The report

always contains a pathway for the next flight. To the student, there will be nothing that has not already been discussed in that post flight de-brief, the record is a way for staff and students to keep track of students' progress.

At the end of each subject the tutor writes a course report and makes suggestions where the subject can be improved for next time. They then make the necessary changes to the subject before it is taught again.

At the end of each subject, each student is given a feedback form where they have an opportunity to make comments on what could be improved, what they liked, what they disliked. We do take this feedback to help improve our subject delivery. Students fill in the forms and give them back, but they can hand them into other staff members if they don't feel comfortable handing them back to their own tutor, however, this latter option has never been utilised.

Evidence – SharePoint files, feedback forms, Class Rolls, Tutor Reports, Theory review file.

Outcome 5: Inclusive learning environment

Southern Wings conducts its training on the following principles;

Kawanatanga Principle – Southern Wings will ensure that what it considers to be the common good for its students is also the common good for Maori.

Tino Rangatiratanga Principle – Southern Wings recognizes that the Aviation Industry framework may require Maori to comply with standard procedures for safety reasons. However we will ensure that the way in which aviation curriculum content is delivered allows for Maori cultural expression and enhances Maori development at all levels of aviation.

Partnership Principle – Southern Wings will endeavour to work with every student as a partner in achieving individual aviation goals and foster among the whole of its student community a commonality of purpose in achieving individual aviation goals. To that end there will be a mutual sharing of experience, wisdom, information and opportunity between both Maori and non- Maori.

Protection principle – As far as is possible within the Aviation Industry framework Taonga are to be protected and genuine opportunities for Maori cultural expression provided within the culture of Southern Wings.

Participation Principle – Southern Wings will provide equal opportunity for both Maori and non -Maori at all levels within the organisation and educational outcomes and achievement expectations will be the same for all students.

Evidence - NZQA manual policy, Instructor Code of Conduct that each instructor signs. This code of conduct is set down by the NZCAA and Aviation NZ.

On initial investigation it was found that Southern Wings did have a bullying policy in the safety manual but it was for workplace bullying. Students being bullied was not covered so we have rectified this by writing a policy in the NZQA manual and have written a procedure in the student handbook. The statement reads as follows;

“Any member of the Southern Wings community who feel their dignity or rights have been infringed upon, or feel they have been the subject of discrimination and/or harassment, have the right to request intervention. If they encounter any problems with human rights issues, racism or bullying, they are encouraged to see a staff member that they trust in the first instance. If they feel that their complaint is not dealt with satisfactorily then we ask that they follow the complaints procedure outlined in this handbook on page 14.”

We are small and our staff to student ratios sit at 1 tutor to 5 students we are in the position to spend a lot of one on one time with our students, so the environment inherently supportive.

Southern Wings has not been made aware of any bullying in the past.

[Evidence – Handbook, NZQA manual policy.](#)

Outcome 6: Student Voice

It is a key advantage to our training programme to have our students having a voice to feed back into the system. Southern Wings do this in two realms of the programme;

1. Flying
2. Theory

Flying

Our flight training programme adheres to the CAA syllabus for the particular licences that the student is going for. PPL, CPL, and IR. Each student has access to our SharePoint which is our communications network for students. On SharePoint they have access their own flight training record where after each flight their instructor for that flight will detail the contents of the flight, what went well, what needs improvement and what needs to be done on the next flight so that they continue to meet the required standard as set by CAA for that licence. At the end of each flight the student and instructor de-brief the flight together in a discussion before details of that de-brief are recorded on the student’s flight record. All instructors have access to each students flying record so that there is no miscommunication. De-briefing the student after each flight and recording the details and planning for the next flight is a collaborative process.

Safety reports allow students to feed into our whole safety management system. These reports can be used for any aircraft related report or on anything that is not related to the aircraft i.e. hazard identification on, in and around the building and aerodrome, also



environmental hazards such as weather. This system enhances our overall safety in our operations because they can capture a potential future risk to a flight or operation.

Theory

At the end of each theory class the students are given a feedback survey, where they score how the class went and add any comments and suggestions they wish to make.

Scale 1-5.

3 = High standard . 1 = Poor , 5 = Excellent

To maintain a high standard we investigate any scores that are below 3. Comments that are negative in connotation or require further clarification are investigated by the Training Manager in the first instance, a QAR maybe issued by either student / client or Investigating staff member and reported to the management team.

- Feedback forms are distributed to the students during their course subject
- The forms asks the student to rate certain criteria on a scale 1 - 5
- Students are to hand in their completed survey to the tutor or other staff member prior to sitting the exam.
- Forms handed in after the exam will be considered invalid
- Students may choose not to complete feed- back forms
- The course tutor report included a report on the feedback forms
- Feedback that raises any concerns shall have a QAR issued.
- The chief ground instructor shall report Feedback items to the Ops meeting
- The forms are kept in accordance with Southern Wings Record keeping policy

There is evidence that this system works well. In 2020 our ATPL Workbook was found to have some deficiencies with regard to the CAA syllabus. A student commented on his feedback form that they had found a particular book very helpful with their study and the tutor used this as part of his re-write of the Southern Wings text.

In our subject Human Factors, topics relating to alcohol, fatigue, stress, drug use and overall fitness is covered. Our student handbook outlines how to keep healthy. Each training pilot must use a personal checklist before they go flying called I'MSAFE, which checks that status of their fitness to fly.

I – illness – are they suffering any affects from cold, flu or other illnesses. If so they shouldn't fly.

M- Medication – are they on any medication that could affect their flight performance? If they are taking medication then they may not be fit to fly

S – Stress – are they feeling effects of stress? This can affect the decision making process which can affect flight safety

A – Alcohol – flying and alcohol do not mix. Alcohol can affect the body for up to 48 hours after the last drink. Standard policy is 10 hours bottle to throttle for up to 3 drinks.

F – Fatigue – fatigue is more than just missing some sleep the night before, it degrades decision making.

E – Eating – A balanced diet allow clear and quick thinking. Not eating affects the decision making process and can have physiological effects.

Each student is walked through the internal complaints process as outlined in their student handbook on their induction day. In the safety briefing on that day they are also informed of the QAR process.

Evidence – SharePoint files, feedback forms, QAR, I'MSAFE Poster, Human Factors Textbook

Outcomes 5-7 N/A as we do not have accommodation.

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

As per outcomes 3, 4 and, 5. Our only two international students started in 2020. Both are studying in Auckland and were due to finish their course at the end of 2021, however COVID-19 delayed their course finish. One is now an instructor with Southern Wings. Our other international student has gone back to the US Airforce with an end goal of becoming an astronaut.

Our two international learners were impacted by COVID as were our domestic learners, however for them, they were a long way from home. We are lucky to have developed a good relationship with both of them, each have been appointed a senior staff member to talk to about not only course related support but also personal support and therefore contact remained throughout the lockdowns. We gave them leave from the course when the borders re-opened so that they could go home and visit family. One actually had their wedding impacted by COVID and they got married here and then went home and got married again in England. Our other learner went back to the US to visit family and attend weddings, he unfortunately had lost extended whanau to the pandemic and the trip home was an opportunity for him to be reunited with his whanau. Both learners missed no theory during this time as they had passed all they needed to pass.

Evidence: We have added to our international section on our website a section on health and well-being. We have also updated our commitment to the code.

Outcome 9: Prospective international tertiary learners are well informed

Prospective learners can find all the information they require on our website, which includes visa information and a prospectus. They can also e-mail us through our website for specific enquiry.

Evidence: Our International section of our website is well appointed with information. We have added to our international section on our website a section on health and well-being. We have also updated our commitment to the code.

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

We haven't needed to amend our policies and procedures here as we haven't enrolled any international students since the new code of practice came in.



Evidence: We know that they are still fit for purpose as we had to extend the visas of our international learners due to COVID and they were extended straight away my NZ Immigration.

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

International learners are given the same orientation and induction as the Domestic learners. Day one consists of the induction day, but students go through a Flight Ops programme in their first five weeks each day that explains how to use an implement policies and procedures, navigating their flight training programme, as well as aircraft operations in the air and on the ground. Our industry is heavily regulated and its important learners are aware of these procedures.

Evidence: Student Handbook, Flight Op's schedule, SOP's, Electronic Flight Bag, Flight Training Programme, Route Guide.

Outcome 12: Safety and appropriate supervision of international tertiary learners

As in outcome 11, our industry is heavily regulated, safety is the utmost priority in aviation. Safety isn't one person's responsibility here at Southern Wings, everyone including learners, feeds into our safety culture through safety reports. This system is available on each learner's phone and is easy and quick to use to report hazards or incidents both in the air, on the ground or, in administration of aircraft operations.

Evidence: CAA Rules, CAA Act 1990, Southern Wings Safety Reporting