

Southern Wings Self Review 2024 of Education (Pastoral Care of Domestic Tertiary Students Code of Practice 2021)

2024 Self Review Report

Outcome 1: Learner well-being and safety system

Providers must take a whole-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 introducing students to airport, aircraft, building and apron safety and procedures to follow during their training. On this day along with this we also do an introduction to Southern Wings Safety Reporting System as part of our SMS system.

Southern Wings is a CAA Part 141 certified training organisation, it specifies the training courses and assessments that the holder is authorised to conduct. Southern Wings is required to renew the certificate every 5 years and can be audited by the CAA at any time.

Evidence:

[Signed safety briefing forms from induction day. Daily flight sheets, flight training manual, route guide, SOP's, FCOM, Pre-flight briefings, post flight debriefing, and theory classes.](#)

Southern Wings aims to be the best flight training establishment, not the biggest. 2024's Tutor to student ratio is 3.5 student to 1 tutor. This means that tutors have time to spend plenty of one on one time with students, they are able to identify any issues with learning and intervening early to supply support in the student's studies and flying journey.

Flight training and theory based training is to the NZCAA syllabus for the license they are studying for. Our students are required to have a NZCAA medical. There are several classes of medicals, but our students must maintain a Class 1 medical throughout the two year course. This medical is a requirement for all Commercial Pilots to operate for hire or reward in New Zealand as stipulated by the NZCAA. This medical is obtained each year. Any change in medical condition must be notified to the Director of the NZCAA as per the CAA Act 1990 be that condition be medical or mental. Depending on the type of illness the medical may be revoked or suspended. All details of a Class 1 medical considerations are found by

clicking on the following link.

https://www.aviation.govt.nz/assets/rules/consolidations/Part_067_Consolidation.pdf

NZCAA require a pass rate 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 this subject includes;

- Maintaining a healthy lifestyle
- Stress and stress management
- Fatigue
- Personal checklists (I'MSAFE)
- Alcohol and Drugs
- General Anatomy
- Illusions and Mindsets
- Decision Making Models
- Hazardous Attitudes
- Case Studies on previous accidents

Case studies include videos, accident reports and CASA's Human Factors training programme has some valuable resources for pilots <https://www.casa.gov.au/search-centre/safety-kits/safety-behaviours-human-factors-pilots#Workbook>

Our classrooms are a safe environment to talk about ours and students experiences in aviation and in life in general. Air New Zealand Human Factors Briefings are given at key points throughout the students' aviation training during the two years. Each briefing is 45 minutes to an hour long and covers subject matter including stress, error and error management, decision making, forward planning, leadership, situational awareness, and automation.

We remain in contact with several students whom now work for Air New Zealand. From time to time we will ask them to talk to students about their experience as an operational Airline pilot. In the past year, Air New Zealand provided two pilots from the jet fleet and the turbo prop fleet for a meet and greet via zoom to talk about where Air New Zealand is post pandemic and the key traits they look for during the interview process.

Evidence:

[Southern Wings Human Factors Textbook for PPL, CPL and ATPL Licenses.](#) [Air NZ Briefing files.](#) [Aspeq Human Factors exam for all licenses.](#) [CAA AC-3, AC-5, and AC-7.](#)

Outcome 2: Learner Voice

There is a key advantage to having student voices feed back into our system allows us to continuously tweak and change our way of delivering curriculum according to the individual student needs.

Flying;

PPL, CPL an IR are all trained in accordance to the NZCAA syllabus provided in CAR Part 61 and AC 61 in accordance with the Civil Aviation Act 1990.

On SharePoint students have access their own flight training record. 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 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 Safety reporting procedure.

Evidence

[SharePoint files, feedback forms, Safety reporting, QAR, I'MSAFE Poster, Human Factors Textbook](#)

Outcome 3: Safe, Inclusive, Supportive, and accessible physical and digital learning environment

Southern Wings conducts it's training on the following principles that are outlined in the company's NZQA Manual;

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 recognises 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 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 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.

In the student handbook the following statement is made:

“If at any time during your studies you feel your dignity or rights have been infringed upon, or feel you have been the subject of discrimination and/or harassment, you have the right to request intervention. If you encounter any problems with Human Rights issues, racism or bullying, you are encouraged to see a staff member that you trust in the first instance. If you feel that your complaint is not dealt with satisfactorily then we ask that you follow the complaints procedure outlined in this handbook on page 13”

Southern Wings has not been made aware of bullying in the past, we are small and our staff to student ratios are small thus we are in a position to spend a lot more time one on one with our students creating an inherently supportive environment.

Evidence:

NZQA manual. Instructor Code of Conduct as set out by Aviation NZ and the NZCAA.

<https://www.aviation.govt.nz/assets/publications/code/Flight-Instructor-Code-of-Conduct.pdf>

[Student handbook.](#)

Classes are kept small so that students are able to access one on one tutoring if they need it. If someone is struggling, they can stay back after class for extra tutoring with the tutor, or

the tutor of their choice as all tutors are trained in all subjects delivered. At the end of each subject completion, the tutor writes a course report and makes suggestions where the subject can be improved and ensure that those changes if required are implemented into the course material. Students are invited to fill in a feedback form at the completion of each subject. Southern Wings sees feedback as a vital tool and an opportunity to keep our classes interesting, engaging, relevant, and up to date. Negative feedback is fully investigated through our QA system.

If a student sits and fails an exam, then they are given extra tuition. Once competency to pass the exam is achieved and together by mutual agreement between the student and the tutor, the student then is free to book a re-sit.

Every student has a training plan on their training file, which is available to them on a programme called Sharepoint. When a student logs in they are able to see their flight training record. This record details how each flight went. Nothing should be new to the student in the record, anything in that record is discussed between tutor and student post flight, the record also contains a pathway for the next flight.

Evidence:

[Sharepoint files](#), [feedback forms](#), [class rolls](#), [tutor reports](#), [theory review file](#).

Outcome 4: Learners are safe and well.

Our student handbook contains information on keeping healthy. Because pilots are monitored medically each year, its imperative a pilot maintains a fit and healthy status. Topics covered in the handbook consist on how to achieve this and also where to find help outside of their studies i.e.

- GP and hospital information
- Alcohol and Drugs help
- Fatigue and Illness
- Smoking cessation information
- Gambling help
- Depression resources
- Maintaining sexual health and safe practices
- Other useful information pertaining to health and well-being, i.e. managing stress whilst studying, keeping fit.

Evidence:

Student handbook. [Links on Southern Wings intranet page](#), [well-being page on our website](#) and [other useful links](#).

Our Human Factors programme listed above in outcome one helps provide the opportunities for students to improve their mental- health and well-being. The handbook is very clear on how and where to access help for disruptions in mental and physical well-being. NZ CAA legislation is clear on what a person is to do when there is a change in medical status. Our students are required to maintain a Class 1 medical throughout the duration of their course.

Evidence:

As in the above outcomes. Pilots and trainee pilots are bound by the conditions of their medical, any change in medical condition or in mental condition is required by law to be reported to the CAA, who will make a decision as to whether or not the medical is suspended or revoked. It is illegal to operate an aircraft in NZ without a medical.

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. We have not had any international learners since the end of the tertiary year of 2021.

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.

Gaps:

Our prices in our international prospectus need to be changed so they reflect 2025 prices. At time of this report, we are awaiting these prices to be approved by the Board of Directors

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:

The last time we had international students we found that our policies and procedures were fit for purpose because we had to extend the visas of our international learners due to COVID and they were extended straight away by 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