WAIKATO AVIATION

Self-review Toolkit for

Tertiary Education Providers

Tool E: self-review report template

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

Te Oranga me
Te Haumaru Ākonga

**Learner Wellbeing
and Safety**

NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Tool E: self-review report template

Use this optional template to shape your summary self-review report on your self-review of performance against the requirements of the Code.

If your organisation does not provide student accommodation and/or is not a Code signatory, remove the parts in this tool relating to Student Accommodation (Outcomes 5-7) and/or International Tertiary Learners (Outcomes 8-12).

TEO information

TEO Name	Waikato Aviation			MoE number	7413
Code contact	Name	William Harvey		Job title	CEO
	Email	william.harvey@waikatoaviation.co.nz		Phone number	07 8435655
Current enrolments	Domestic learners	Total #	32	18 y/o or older	32
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
Current residents	Domestic learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0
	International learners	Total #	0	18 y/o or older	0
				Under 18 y/o	0

Report author(s)	**William Harvey**

Stage of implementation for each outcome. Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Supplementary notes in support of the self-review outcomes listed below:

1. Staff resourcing and qualifications, who is involved in the process

The organisation has experienced and qualified staff in the areas of training management as well as highly skilled training instructors as follows:

a. Senior Leadership:

The General Manager and Training Manager: Highly qualified and experienced in training program management, training pedagogy, training development, skills gap analysis, and program development. This experience was gained through over 20 years within the higher education system at university level in Australia and New Zealand, and is very knowledgeable in regulatory compliance.

The General Manager/Training Manager qualifications include the following:

- PhD in Aviation and Information Technology
- Masters degree in Aviation and Information Technology
- Postgraduate Diploma in Training and Assessment
- Bachelor degree in Law and Pol Sci.
- NZ CAA Pilot Licence

The Chief Flight Instructor qualifications include the following:

- NZ CAA Commercial Pilot Licence
- B-CAT instructor rating
- Multi Engine Instrument Rating

- Aerobatic Rating
- Glider Towing Rating
- 3500 flying hours (pilot in command 3000)

The Safety Manager qualifications include the following:

- PhD
- Bachelor Degree
- Honours degree
- NZ CAA Commercial Pilot Licence
- 3300 flying hours pilot in command (3100)
- Charter Pilot certification
- Dangerous goods certification
- Certified RMA Commissioner
- Safety Manager certification

b. Flight Instructors:

The flight instructor qualifications include the following:

- NZ CAA Pilot Licences
- NZ CAA Instructor ratings
- Ratings related to the various syllabus areas – night flying, instrument flying, acrobatic flying, MEIR instructing and flying, Part 135 charter flying

Waikato Aviation has an obligation under the CAA accreditation to ensure all instructors are fully qualified and experienced to be able to deliver flight training. This includes being able to offer remedial training and pastoral care to all students where and when required.

The strategic plan that includes learner development outcomes based on adult education and a learner centre approach which provides a clear learning and development goal for the organisation and all participants is being reviewed, and a professional development plan has been developed to ensure that instructors receive the required training to effectively manage student needs.

We are required to have regular review meetings with instructors to review areas of deficiency in student wellbeing and training outcomes. As mentioned in the 2023 report, training syllabus covers both knowledge, skills, and attitudinal competencies.

2. Student evaluation/surveys and feedback process, complaints, completion rates and pastoral care

a. Student feedback:

Regular student feedback in written format administered on a regular basis throughout their 2-year course tenure. This is administered in a formal classroom setting by the Training Manager and not the flight instructors in order to maintain anonymity and objectivity. These forms are kept in a secure filing system and any identified complaints and/or issues are noted, discussed with the relevant students where appropriate, and where required further action to address any concerns are taken with instructing staff to remedy any issues where required. In this process the individual student needs are balanced against the NZQA and CAA requirements for meeting Learning Objectives.

b. Pastoral Care

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ensures that tertiary and international learners enrolled with New Zealand education providers are safe and supported. The overall purpose of the Code is to promote systems of support for the wellbeing and safety of domestic tertiary and international learners, through one set of clear rules and expectations for providers that can be tailored to their learners' needs. The Code provides Waikato Aviation an opportunity to extend our policies into areas such as Te Tiriti o Waitangi and gender diversity

We are distributing the Code to students and staff to raise staff awareness and ensure compliance of application to the Code.

During 2024 we had some students become uncertain whether they wished to continue their studies. Several discussions were held with them to facilitate the circumstances relating to their decision. We ensured they had all the information they needed to make an informed decision, including information on the financial impact of leaving the course. We presented different options

for continuing their study, including break points in the training that would provide a partial qualification they could continue from should they choose to return to training (e.g. continuing until they had completed their PPL). We encouraged them to take time with their decisions so that, when they looked back, they could be content they had made the right choice.

- Younger students, below 18 years of age, have identified challenges adjusting to this tertiary aviation context. Staff have identified challenges associated with students below 18 years of age. Diploma attendance is a significant step up from secondary school in which many students are not only adjusting to tertiary aviation study, but also adjusting to adult life and independence and increased financial pressures. Discussions have been held among staff to resolve identified challenges. Decision made to ensure no new enrolments are accepted for students under 18 at time of course commencement.

- Reduced levels of Student motivation and engagement became apparent with some students during ground school. Upon reflection, discussion between relevant staff, and after taking student feedback into consideration, it has been decided that practical flying (syllabus flying) was brought forward, as appropriate. This will better enable students to apply theory learning to practical contexts, further solidifying their learning and understanding, and fostering more sustained levels of motivation and engagement during the ground school phase. Students will now begin flying upon completion of their PPL theory exams. Previously, students began flying after completing both their PPL and CPL theory exams. Much time and effort has been put into restructuring the 2025 Academic Schedule to facilitate this important adjustment for students.

- Support was given to the students involved in accident involving an aircraft accident involving one of our aircraft and students. Initially the students found the support less than helpful (essentially the counsellors had little understanding of the close call the students had with their own mortality). Waikato Aviation then became members of the Pilots Assistance Network to give more focused support to those in need. We also had to focus the support because each pilot involved in the accident needed different interventions. Also, their fellow students were affected and required support. (It is to be noted that there were no casualties or serious injuries resulting from this accident.)

c. Remedial Training Compliance

The Remedial Training Policy for the NZQA Diploma in Aviation Programme [3688 and 3689] requires remedial training where students do not meet lesson objectives. This policy has been adopted an implemented since introduction in 2020, and additional training can be authorised without TM approval. According to the policy, should a student fail to meet the objectives on the first intervention,

d. Student Progression

Student completion rates in this setting is determined by the student ability to satisfy the specific integrated course requirements as set by NZQA and the CAA. Unique to the aviation environment is the dependency on weather and factors such as legal limitations for safe flying. This is unpredictable, and as a consequence it is not always to efficiently scheduled flights. This does have an impact on progression and completion timelines, especially over the winter months.

Where students struggle to make satisfactory progress, a formal process consisting of an individual remedial action plan is created in an attempt to address the areas that require improvement. This is scheduled with instructors specifically outside of the usual course schedule to facilitate performance improvement. Such remedial plans are recorded and carefully monitored to ensure all efforts are made to ensure success.

If, however, progress is not made at a reasonable cost and manageable timeframe, then consideration is given to pause or exit a student form the course. This is mainly due to the fact that the cost of flight training is very high, and the CAA allows limited attempts at repeating failed exams and flight tests.

Unfortunately, the eventual outcome in some cases are that students are exited from the NZQA programme as well. During past year the course exit rate has been in the vicinity of 6%, (4 out of 15 students). In addition, One student enrolment was placed on hold to allow for extensive remedial work, and recommenced enrolment will in February 2025.

3. Internal communication, meetings, reporting, program completion and exit interviews

Waikato Aviation has a schedule of regular meetings as required by the CAA as follows:

a.   Company communications:

- Monthly management meetings to discuss company strategic goals, policy and practices. This includes discussions regarding the NZQA Diploma with the Training Manager and includes discussions relating to student support and remedial training strategies
- Monthly instructor meetings to discuss flying operations with Management, flight instructors and includes discussions relating to student support and remedial flying scheduling to support Diploma students where required
- Regular meetings with all staff to discuss staff issues, company operational matters, financial and any other issue as is relevant
- Monthly and six-monthly management meetings that include committee members to discuss company wide strategic and operational matters

b.   Communication with NZQA Diploma students:

- Selection interviews: All Diploma applicants are interviewed prior to being offered a place on the Diploma course. This ensures that an informed decision is made by the company along with the applicants to measure the fit for the profession as a commercial pilot. The main reason for doing so is to attempt to maximise the chance of success as a very specific set of guidelines are followed to ensure that students are able to commit and meet the requirements of the CAA and NZQA standards
- Regular meetings: Regular meetings are held throughout the 2 year course with students in both a group and individual format. The purpose behind this is to ensure that adequate opportunity is given to students to give feedback and discuss any issues or concerns they may have. As a result, we are able to identify any issues that require attention for rectification early. These discussions are also crucial to ensure that internal evaluation is made on existing processes, procedures and practices.
- Reporting: Regular reporting is done both internally and externally between the various areas of operation within the company, as well as the TEC.

- Interviews are held with all applicants upon completion of the program as well as exit interviews if students do not complete the course. These discussions are crucial to establish closing communication on student progress and forward plans. It also serves as opportunity to have final feedback from all students in relation to the quality of the program offered

- Formal feedback is also taken from students in written form where students are given the opportunity to rate the quality of the program, and to identify any issues or concerns anonymously

- Meetings are further arranged with senior management in relation to safety management and implementation of policy in relation to student mental wellbeing support. This allows for students to be familiar with and aware of available student support mechanisms within the company and externally. As an example monitoring by students for abnormal behaviour is encouraged, and reporting of concerns to trusted staff member/managers. The use of OCP service for initial assessment for triage and support, and offering immediate medical help if indicated. The training of selected staff in recognising and supporting psycho-social distress is undertaken, and advice to the CAA Medical Unit on actions relating to treatment and continued medical fitness is followed through.

4. Identifying gaps for future performance improvement, action plan and staff responsible

Feedback from the 2023 self-assessment review indicated gaps in performance management in meeting NZQA criteria in some areas. When the new Training Manager/General Manager appointed in April 2024 was made aware of this report, it was noted that the documentation process for recording student progress, identifying student performance issues, and required remedial action plans were not very detailed, and in some instances, documentation may not be accurate or properly recorded for NZQA purposes. It was noted, however, that documentation for CAA purposes where of a very high standard.

The assumption was made that this was probably due to the previous Training Manager and General Manager were not fully cognisant of the requirements for correct processes and systems for NZQA auditing purposes due to the fact that they were primarily pilots who have been trained in the CAA Part 65 requirements, not NZQA requirements.

The new Training Manager/General Manager, although also having a NZ Pilot licence, has extensive background in higher education in both New Zealand and Australia, having had positions as lecturer and program director for Aviation programs covering both AQF, NZQA, CASA and the CAA. Therefore, the experience and knowledge required to ensure proper processes and systems required to support student success has been increased.

An action plan is being developed to review all internal process, systems, and supporting documentation to do gap analysis of the Diploma syllabus as integrated into the CAA pilot syllabus . This will take a number of months to complete as a thorough internal review will be conducted.

Waikato Aviation is in the process of switching over to a new flying scheduling system. Amongst handling the scheduling of the flying operations, invoices and aircraft maintenances, the system also integrates the NZQA Diploma unit standards with the CAA training syllabus to ensure accurate evidence based recording of student progress on the Diploma. This feature has been absent in the past, so this will greatly assist in providing required documentation for auditing purposes as well.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: **A learner wellbeing and safety system**	**Well implemented. Refer to additional notes for details.**
Outcome 2: **Learner voice**	**Well implemented. Refer to additional notes for details.**

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: **Safe, inclusive, supportive, and accessible physical and digital learning environments**	**Well implemented. Refer to additional notes for details.**
Outcome 4: **Learners are safe and well**	**Well implemented. Refer to additional notes for details.**

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)

Outcome 1: A learner wellbeing and safety system	Communication to staff and students regularly occur highlighting new training requirements or areas for review. Safety critical processes are controlled. Students access a learning portal which has information available for administrative, safety training and assessment. The training process is effective in that it is transparent and equally accessible by the trainer and trainee. The information for learning is equally available to both parties. Students are well communicated and are aware of safety management processes and emergency response	Yes, refer to additional notes for details. This information is given in printed format during induction, and is also made available in digital format through email. Planning is underway to expand the availability through the company website Qualifications and experience for the appointment of all staff is rigorously regulated and mandated by the CAA (for NZ licencing and ratings), and NZQA (for Diploma training and delivery) Yes, refer to additional notes for details, but the company also has a written exposition suite of documents that are mandated by the CAA. These documents contain the requirements for flying operations and flight instruction and detailed student one on one pre and post flight briefings. These briefings include precise and detailed discussions to identify flight performance requirements, identifying and issues, and correcting mechanisms We have a support team of instructors consisting of a General Manager, Training Manager and Chief Flight Instructor

		Openness to learning built on trust. Students taking greater ownership in learning.
		Small to medium sized training organisation allows us to track personal development in learning. Each learning task is proceeded with a briefing, followed with training and then a training review which is facilitative rather than directive.
		The training outcome is practical based, which allows close assessment of non-technical and attitudinal competencies. Staff receive yearly competency assessments with an external assessor and yearly training with the CFI to develop knowledge and skills. Staff are upgraded to allow them to train on more advanced course components.
		Improved engagement with online learning. New online training briefs are more interactive and are accompanied by online e-learn training lessons that allow students to prelearn objectives the underpinning knowledge requirements and outlines the practical application process before the training event. This supports facilitative learning where the focus is given to deepening understanding and application.
		Students are inducted into organisations Safety

		Management System which includes a self-reporting no

	requirements that implement and continuous safety system where the focus is on improving both awareness and practice.	blame culture. The organisation monitors reporting levels and types of reports and assigns corrective actions, covering Health and Safety issues to flight training and operation issues. Reporting is at a healthy level and overall safety system is mature. Rather than being reactive, the safety system is predictive and reports on safety are review by management and governance.
	The organisation is both supportive and inclusive and reaches out to all of society.	Waikato Aviation upholds the principles of the Treaty of Waitangi and encourages inclusion of Tikanga Māori values commensurate with its cultural understanding.

This is further supported in its community focus (being a incorporated society) whereby school gateway and young eagles programmes are supported as well as community trusts that support vulnerable individuals. |

Outcome 2: Learner voice	There is a formal process in place to address student concerns and complaints and elicit regular feedback from students. This includes a combination of formal written feedback through student evaluation forms as well as regular one on one consultation individual meetings with every student to gauge and monitor progress. Students can also use the organisations Safety Management System to raise various concerns which includes not only the safety of training and operations but all of the processes and systems that support their learning, including, work health and safety issues within the learning environment.	There is a clear complaints process that is embedded in the student administration manual which is accessible in the student portal. The process seeks an early resolution. (Refer to pages 4 and 7 in additional notes) Positive feedback from students from course feedback forms and online student survey. Other feedback is observed in terms of student's interaction with training staff and willingness to engage and ask questions. Various occurrences and feedback are received that includes the overall safety and wellbeing of the students.

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)

Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	High quality learning and assessment platforms are utilised.	Interactive training tools are used with animation. Students receive and retain training information relevant to their learning outcomes.
	Industry standard learning outcomes are applied to best prepare each student for the aviation industry.	Training for each lesson exercise is becoming e-learning supported so that students can pre learn lesson objectives, techniques with practical lesson requirements. This supports a more facilitative learning programme than seeks to clarify understanding prior to application.
	Various training methods are applied to cater for different learning styles.	Online assessment tools apply various methods of assessment allowing students to test knowledge. Areas of deficiencies are reviewed with a trainer to ensure 100% understanding. Assessments facilitate various questioning tools to test understanding.
		The learning process is interactive and integrated so that learning outcomes are developed methodically.
		Theory and practical assessments by an external industry certificated moderator indicates a high level of achievement with learning outcomes.
		The support for student learning is very relational because of the class sizes and mode of training delivery. Training

	Training is effective across cognitive, affective and motor skills primarily based on relational learning.	classes are small to medium in size with an instructor to student ratio for theory courses not normally exceeding 1:8 and practical flight training 1:1.
	Review or remedial training is carried out at a 1:1 ratio.	Understanding of learner style and progress of knowledge understanding and application is closely monitored. Training records are completed for each flight lesson that allows for a handover of training requirements between different instructors.

| Outcome 4: Learners are safe and well | Training is tailored to individuals at a high level. | Group participatory learning is applied for theory learning and one on one tailored training translates this knowledge into practice.

The training programme is highly structured and methodical in application. Each training lesson has clear objectives and learner outcomes are identified. |
| | Support for underperformance is communicated and specific processes to manage underperformance is available. | Remedial processes are in place to identify deficiencies in learning and to address specific learning issues using experienced staff. All potential contributors to poor performance are considered, physical, physiological, psychological. |
| | Learner physical and mental health wellbeing is well supported. | Participants on the course are required to remain healthy to be issued with industry licence. Random drug and alcohol testing may be applied with a follow up support programme in the situation of a negative result.

Stress in training is supported in the first instance through relationships developed but with contracted professional |
| | | industry support networks available e.g. Pilot Assistance Network (PAN). |

Findings from gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: **A learner wellbeing and safety system**	**Learner wellbeing and identification.** **During 2024 we had some students become uncertain whether they wished to continue their studies. Several discussions was had with them to facilitate their decision. We ensured they had all the information they needed to make an informed decision, including information on the financial impact of leaving the course. We presented different options for continuing their study, including break points in the training that would provide a partial qualification they could continue from should they choose to return to training (e.g. continuing until they had completed their PPL). We encouraged them to take time with their decisions so that, when they looked back, they could be content they had made the right choice.** **We supported students involved in an aircraft accident in a previous year that are still affected. The EAP was used initially but the students found the support less than helpful (essentially the counsellors had little understanding of the close call the students had with their own mortality). We then became members of the Pilots Assistance Network to give more focused support to those in need. We also had to focus the support because each pilot involved in the accident needed different interventions. Also, their fellow students were affected and required support.** **We had an instance of phyco-social distress when a student was not coping with their studies and the stresses living away from home. We gave them additional support in terms of coaching and support from EAP programmes. Ultimately, the student exited the course. As a result of this event, we added a new hazard in the hazard and risk register outlining some of the actions we could take to identify students at risk and take pre-emptive steps to support them.** **Reer to additional notes for additonal information.**
Outcome 2: **Learner voice**	**Regular student feedback in written format administered on a regular basis throughout their 2-year course tenure. This is administered in a formal classroom setting by the Training Manager and not the flight instructors in order to maintain anonymity and objectivity. These forms are kept in a secure**

<table>
<tr><td></td><td>filing system and any identified complaints and/or issues are noted, discussed with the relevant students where appropriate, and where required further action to address any concerns are taken with instructing staff to remedy any issues where required. In this process the individual student needs are balanced against the NZQA and CAA requirements for meeting Learning Objectives.

Refer to additional notes for details.</td></tr>
</table>

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	After an internal review, the new General Manager/Training Manager and Chief Flight Instructor identified that there are gaps in some of the digital and physical documentation supporting the NZQA requirements. These are being addressed with TEC integration checking and reporting updating of all student records. It was found that the emphasis was overly weighted on CAA compliance. These issues are now being addressed with a new software system that was custom designed to meet the aviation and tertiary environment
Outcome 4: Learners are safe and well	The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 ensures that tertiary and international learners enrolled with New Zealand education providers are safe and supported. The overall purpose of the Code is to promote systems of support for the wellbeing and safety of domestic tertiary and international learners, through one set of clear rules and expectations for providers that can be tailored to their learners' needs. The Code provides Waikato Aviation an opportunity to extend our policies into areas such as Te Tiriti o Waitangi and gender diversity Refer to additional notes for details.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: **A learner wellbeing and safety** **system**	Enhance learner wellbeing and safety awareness	**CEO** **Safety** **Manager** **Training** **Manager** **Chief Flying** **Instructor** **Instructors**	**Ongoing**	Regular training and sessions with students to promote physical and mental safety and wellbeing within the scope of **CAA and NZQA** requirements. Utilising medical professionals for certification of the Fit and Proper Person requirements as set	Increased performance and progression rates **Less remedial training** requirements **Higher retention and completion rates for enrolled students**
Outcome 2: **Learner voice**	Increase learners confidence and increase the channels of communication to enable learners to express concerns, raise issues and promote new ideas to improve learner experiences	**CEO** **Safety** **Manager** **Training** **Manager** **Chief Flying** **Instructor** **Instructors**	**Ongoing**	Promote a reporting culture of "Just Culture" as promoted by the **CAA** Promote the build of learner confidence to express concerns, give feedback and introduce new ideas to facilitate increased student learning experience	Increased reporting of errors and mistakes to increase aviation safety practices Increased confidence in communicating with instructional and management staff to enhance learner support

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: **Safe, inclusive, supportive, and accessible physical and digital learning environments**	Refer to additional notes for details.	EO Safety Manager Training Manager Chief Flying Instructor Instructors	Ongoing	All training documentation and associated platforms to be accessible Installing of new VR part task trainers to enhance flight training and increase proficiency	Improvement in student preparation and learning outcomes.
Outcome 4: **Learners are safe and well**	Refer to additional notes for details.	EO Safety Manager Training Manager Chief Flying Instructor Instructors	Ongoing	Ongoing student progress monitoring processes Regular student feedback mechanisms	Increased learner satisfaction Improved learner retention Enhanced learner participation

NZQA Diploma and Student Remedial and Pastoral Care Progress Report Feb 2025

1. **Introduction**

This report aim summarises student pastoral care and remedial items over the past 9 months under my supervisory management. 2024 was a challenging year for student recruitment and retention. Of the 24 approved EFTS totalling 16 students we only had 15 applicants, and in order to minimise losing EFTS funding for the year all of these were accepted. The February intake was managed by the previous Training Manager prior to my start in 5 February 2024. However, the July intake was managed under my responsibility. We had 5 applicants for the July intake. Unfortunately some of the 2024 students were not strong applicants, so the success rate and progress was not as well as espected with 4 students exiting the program. Below is a brief on the associated remedial and pastoral care that was given to the students to offer our support as required by our CAA and NZQA accreditation compliance.

2. **Student Feedback (Observations and Discussions)**

Observations points from the below student feedback received:

- Students are generally satisfied with their experience at Waikato Aviation with responses as follows:
- Average - 10
- Good – 25
- Excellent – 18

   Refer to student comments in Table 1 below for further information.

Form A14 – Aggregate student Feedback on learner experience at Waikato Aviation

Question	Excellent	Good	Average	Below Expectations	Poor
1. How do you rate out training facilities?	3	6	3	0	0
2. How do you rate our course presentation	5	5	2	0	0
3. Did the course meet your expectations?	5	4	2	0	0
4. How do you rate the performance of our training staff?	5	7	3	0	0
5. Were you encouraged to ask questions during a lesson?	9	3		0	0
6. What key elements of our training are most valuable to you?	Flying and gaining knowledge				
	Instructors				
	Time management				
	The ability for training to be personalised/time management				
	The staff are always friendly and always offer help				
	Being able to ask questions no matter how simple they may seem				
	Explaining terms in a way that's easier to understand and making sure every individual understands				
	Being able to ask any question no matter how simple				
	Small class means more attention per student				
	More visual items				

Do you have any suggestions on how our service can be further improved?	Listen to instructors' ideas
	To keep instructing consistent with what's been taught
	Flight in first week to ensure students have a basic understanding of light aircraft flight, maybe effects. of controls or something, uniform included in fees, run through of radio setup in an actual plane
	In class time to ask questions when unsure (this person also answered excellent for question 5)
	Flight at the start, uniform included, visual aids, practical

Table 1

3. **Student Feedback (Observations and Discussions)**

In addition to the information gathers in Form A14, I have spoken to a number of students in a group and individual setting over the course of the past 3.5 weeks to gain insight on their individual and collective experience and opinions whilst undergoing training at Waikato Aviation.

a. **Observations**:

Generally the students are happy and enjoying their interaction with instructors and staff, but there are a few individual cases where students are underperforming and have concerns/issues with the way they are being handled by their instructors. This is a normal pattern of behaviour where students fail where they shift blame onto teaching staff and systems. However, upon further investigation and discussion with the instructors and students involved, it appears that there may be a mix of both student and instructor contribution to their progress and performance. In the individual cases the students all have not progressed satisfactorily due to personal issues, lack of commitment to put in the work, and/or limitations in being able to perform as expected.

Upon further discussion with instructors, and information gained from the Wisenet records show that instructors have dealt with the students according to required procedure and standards, but in my opinion the level of instructor coaching and mentoring could be improved to increase the potential of progress. As we have an obligation to provide proper duty of care as well as pastoral care to our students, I want to spend some time with the instructors to raise the awareness of our obligations and assist them procedurally by improving their instructional techniques skills through further mentoring and coaching. In this regard I plan to deliver some instructional skills sessions with them in the near future.

A decision was taken to adopt a shift in student feedback methodology away from purely relying on Form A14 as this basic questionnaire proved to be very limited in offering a true perspective on student experience and opinion.

Consequently, regular communication with students was undertaken with a mix of individual and group discussions. Additionally, whenever a student had issues with affecting their planned progression, care was taken to determine the underlying cause where possible in order to determine a suitable remedial course of action. This proved to be more productive as it offered the opportunity to respond in a much more timely manner to any issue affecting student experience and progress, and also to determine where the focus needs to be to correct issues. This would be a potential combination of Waikato Aviation processes, procedures, teaching methods and student inefficacies or circumstances.

Generally , the following trends were identified:

- The training facilities were, although adequate, not to expectations. This includes building facilities , briefing rooms, and recreation facilities. Suggestions were made to enhance offerings with coffee, tea, study materials, etc.
- Issues with the scheduling were identified with the emphasis on instructional staff needing to drive bookings instead of students
- Student leave – this was identified as contentious as some students expressed to desire to be able to "have a break" during certain times of the year when they need so that they can attend to family and personal priorities. The issue here is that prolonged absence from the course schedule results in falling behind the other students, and that their booking schedule is affected, resulting in remedial plan to get them back on track. This has scheduling impacts on instructional staff availability as well. Therefore, to mitigate this issue, the decision was made to limit the length of leave and absence where possible, and to discuss each application for leave with the CFI and Training Manager to ensure that any absences can be managed accordingly.
- Age: Students joining the program directly from high school, and under the age of 18, experienced issues with adapting to the workload and being able to study without the guidance and supervision they were used to at school. It appears that the gap between high school and the CAA/NZQA standards are difficult to manage, and that more experience and maturity would be beneficial in ensuring their success. Additionally, there are issues with balancing parents or guardians consent where required with students privacy and being able to make their own decisions. The strategy was

therefore adopted to target students older than 18 in recruitment where possible. The result was that for the February 2025 intake there were sufficient applicants over the age of 18 to select from.

- The 2024 students felt frustrated with having to sit in ground school for 5.5 months prior to getting the opportunity to start flights. The decision was made to revise the first year syllabus and to move the flying component forward. This would allow the students to integrate the practical flying component much earlier, but also give the opportunity for us to evaluate their ability to complete the training successfully, and where required identify and address any issues that may impact their success at an earlier stage

- There are still individual cases where students are blaming instructors for their issues. As mentioned in the previous report, this is a normal pattern of behaviour where students fail where they shift blame onto teaching staff and systems. As always, it appears that there may be a mix of both student and instructor contribution to their progress and performance. In the individual cases the students all have not progressed satisfactorily due to personal issues, lack of commitment to put in the work, and/or limitations in being able to perform as expected. After consultation with instructors, as well as information gained from FSP records, data shows that instructors have dealt with the students according to required procedure and standards for the most part, but it remains my opinion the level of instructor coaching and mentoring could be improved to increase the potential of progress. As we have an obligation to provide proper duty of care as well as pastoral care to our students, instructors awareness of our obligations need to be maintained, and assisting them procedurally by improving their instructional techniques skills through further mentoring and coaching remains a focus.

4. **Remedial Training Compliance**

The Remedial Training Policy for the NZQA Diploma in Aviation Programme [3688 and 3689] requires remedial training where students do not meet lesson objectives. This policy has been adopted an implemented since introduction in 2020, and additional training can be authorised without TM approval. According to the policy, should a student fail to meet the objectives on the first intervention,

a second intervention will be undertaken by the TM and additional training authorised by the TM. Should an intervention at step two occur, a further practical assessment will be carried out by the CFI who will then forward any recommendations to the TM for the purposes of discontinuing training.

There were 7 students that were provided with remedial training plans as follows:

There were 7 students that are being provided with remedial training plans, with 1 student who was under remedial training and completed in February as follows:

a. A Diploma student had difficulty integrating learned skills into the practical flying environment which has led to the student being not achieving the required competency. Further issues arising that extended the remedial training was not successful. After careful consideration and discussion with the student the decision was made to exit the student from the program.

b. A Diploma student failed Advanced Navigation. He was placed on 3 remedial plans, but with a lack of progression being shown, the decision was made to exit the program.

c. A Diploma student Failed his CPL flight test twice. Groundwork knowledge also lacked clarity in understanding. He was put onto 2 remedial training plans, consisting of flights and groundwork sessions to address these issues and has successfully passed.

d. A Diploma student failed the CPL flight test due to FLWOP. Remedial training was completed and he passed successfully on a subsequent flight test.

e. A Diploma student had issues progressing due to having difficulty adapting from the high school environment to the aviation environment. After discussions with her parents and herself, the decision was made to put her enrolment on hold for 6 months to allow her time to adapt to the pressures and different learning environment. During this time she completed the failed exams in her own time and subsequently was allowed to rejoin the course in February 2025 alongside the new intake. The student is making better progress.

f. A self-funded Diploma student failed 2 CPL flight tests, and required more confidence with ground knowledge and experienced flight test jitters. After failing the CPL flight test twice she managed to pass on her third attempt.

g. A Diploma student struggled with navigation situational awareness and was placed under remedial training. This is still being completed.

William Harvey

General Manager/Training Manager

20 February 2025